



Studies in the News for



Children and Families Commission

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Introduction to Studies in the News

Studies in the News: Children and Family Supplement is a service provided to the First 5 California Children and Families Commission by the California State Library. The service features weekly lists of current articles focusing on Children and Family policy. Prior lists can be viewed from the California State Library's Web site at <http://www.library.ca.gov/sitn/ccfc/>.

How to Obtain Materials Listed in SITN:

- When available on the Internet, the URL for the full-text of each item is provided.
- California State Employees may contact Information Resources & Government Publications at (916-654-0081; csinfo@library.ca.gov).
- All other interested individuals should contact their local library - the items may be available there, or may be borrowed by your local library on your behalf.

The following studies are currently on hand:

IMPROVED CHILD DEVELOPMENT

Effects of Preschool Curriculum Programs on School Readiness: Report from the Preschool Curriculum Evaluation Research Initiative. By the Preschool Curriculum Evaluation Research Consortium. (National Center for Education Research, Institute of Education Sciences, U.S. Department of Education: U.S. Government Printing Office, Washington, DC) July 2008. 446 p.

[“This final report of the Preschool Curriculum Evaluation Research initiative has been released by the Institute of Education Sciences. It contains findings for the impact of each of 14 preschool curricula on five student-level outcomes and six classroom-level outcomes. Ten curricula show no statistically significant impacts on any of the student-level measures while five show significant impacts on some measures.”]

Full text at: <http://ies.ed.gov/ncер/pubs/20082009/pdf/20082009.pdf>

Executive summary: 52 p. http://ies.ed.gov/ncер/pubs/20082009/pdf/20082009_1.pdf

Recommended Transition Practices for Young Children and Families: Results from a National Validation Survey. By B. Rous. Technical Report. No. 3. (National Early Childhood Transition Center, Human Development Institute, University of Kentucky, Lexington, Kentucky) 2008. 15 p.

[“Transition between and among programs is a major part of the lives of young children and families. Results are presented from a national validation survey of early childhood and early childhood special education professionals of key practices that support the transition process as children leave early intervention and enter preschool and as they leave preschool and enter kindergarten. A total of 21 practices were identified through a series of studies that included administrators, providers, and family members. Of the 21 practices, all were validated by 75% of the respondents, while 20 were validated by 90% or more of the 419 respondents. A description of each practice is provided, along with specific examples of how the practice could be implemented across program types.”]

Full text at:

http://www.ihdi.uky.edu/nectc/Documents/technicalreport/Validation_Survey_Final.pdf

What Do We Mean by Professional Development in the Early Childhood Field? By Pamela Winton, FPG Child Development Institute, and others. National Professional Development Center on Inclusion project. (The Institute, University of North Carolina, Chapel Hill) 2008. 9 p.

[“Almost everyone recognizes the importance of having an effective early childhood workforce in programs that serve young children and families. Less clear is how to ensure that all early childhood practitioners have the essential knowledge and skills they need to be effective. Increasingly, policy makers are turning to professional development as the solution to adequately preparing practitioners or helping them improve their instructional and intervention practices. This focus on effective practices is associated with the goal of improving child outcomes as part of the standards and accountability movement. However, strikingly little scientific research exists to indicate exactly what approaches to professional development are most likely to enhance practices. Perhaps even more unsettling is the realization that there is no agreed-upon definition of the term professional development in education or related fields. This document presents a definition and conceptual framework for professional development in early childhood.”]

Full text at: http://www1.fpg.unc.edu/community/npdci/assets/NDPCI-CoP_ProfessionalDevelopment_03-04-08.pdf

Learning Together: A Study of Six B.A. Completion Cohort Programs in Early Care and Education. Year I report. By Marcy Whitebook and others. (Center for the Study of Child Care Employment, University of California at Berkeley) July 2008. 91 p.

[“Cohort B.A. completion programs, which target small groups of adults working in early care and education to pursue a course of study together and receive a variety of support services, have emerged in several California counties. To demonstrate the outcomes of these efforts, and to inform further policy and program development, CSCCE has launched Learning Together, a five-year study of six student cohort programs. This report presents findings from Year 1, during which we interviewed over 90 percent of the 124 student cohort members, as well as 13 administrators and faculty members from three of the six institutions of higher education.”]

Full text at: http://www.irle.berkeley.edu/cscce/pdf/learning_together08.pdf

EC E-Learning: A National Review of Early Childhood Education Distance Learning Programs. By Debra Torrence and Chip Donohue. (Center for the Child Care Workforce, Washington, DC) 2007. 19 p.

[“As pressure grows to increase standards for early childhood educators, administrators and teaching staff have begun looking to distance learning to improve their education and job opportunities. Distance learning, the delivering of instruction using electronic communications, offers more flexibility and easier access than a traditional classroom setting, especially for those who work long hours and have many responsibilities outside of their work duties. ... The Center for the Child Care Workforce provides a good overview of the range of programs available. It examined 73 early childhood distance learning programs, including two- and four-year colleges and universities, online colleges, for-profit companies, nonprofit organizations, and multi-site education and care providers. Not every good program is included, but the report is a helpful start. ...view the findings, as well as what strategies programs can utilize to help staff make the most of these opportunities....” Early Care and Education Consortium Newsletter (August 8, 2008.)]

Full text at: http://www.ccw.org/pubs/EC_E_Learning.pdf

“The Effects of Music Instruction on Emergent Literacy Capacities among Preschool Children: A Literature Review.” By Jonathan Bolduc, University of Ottawa. IN: ECRP, Early Childhood Research and Practice, vol. 10, no. 1 (Spring 2008) 10 p.

[“This article presents a literature review of pertinent research that has dealt with the relationships between music education and emergent literacy in preschoolers during the past 20 years. In total, 13 correlational and quasi-experimental studies were summarized and compared. These interdisciplinary studies have demonstrated that music education may effectively contribute to young children's awakening to reading and writing, whether or not learning difficulties are an issue.”]

Full text at: <http://ecrp.uiuc.edu/v10n1/bolduc.html>

Full text in Spanish: <http://ecrp.uiuc.edu/v10n1/bolduc-sp.html>

“Who's the Boss?’ Young Children's Power and Influence in an Early Childhood Classroom.” By Yoon-Joo Lee, Brooklyn College, CUNY, and Susan L. Recchia Teachers College, Columbia University. IN: ECRP, Early Childhood Research and Practice, vol. 10, no. 1 (Spring 2008) 14 p.

[“This paper explores how teachers may inadvertently empower some children while disenfranchising others in the classroom. Teachers' responses to the most powerful children in their classroom showed that in order to empower all children, sometimes it was necessary to disempower some children. Observations demonstrate ways teachers often ignore this aspect of power dynamics, missing opportunities to raise critical questions about their own and children's behaviors. The study deconstructs some taken-for-granted early childhood practices.” NIEER Online Newsletter (August 8, 2008.)]

Full text at: <http://ecrp.uiuc.edu/v10n1/lee.html>

Full text in Spanish: <http://ecrp.uiuc.edu/v10n1/lee-sp.html>

One Child, Two Languages: A Guide for Early Childhood Educators of Children Learning English as a Second Language. 2nd edition. By Patton O. Tabors. (Paul H. Brookes Publishing Co., Baltimore, Maryland) 2008. 255 p.

[“Today's early childhood educators are serving more children learning English as a second language than ever - in Head Start alone, nearly 30% of the children speak a language other than English at home.... Reflecting 10 years of dramatic change in early education - especially in critical areas like assessment and cultural diversity - this fully revised edition gives teachers up-to-date research, usable information, and essential tools to meet the needs of second language learners in today's learning environments.” NOTE: One Child, Two Languages... is available for loan.]

IMPROVED FAMILY FUNCTIONING

First 100 Days Kit. By Autism Speaks. (Autism Speaks, Inc., New York, New York) 2008. 81 p.

[“The ‘Autism Speaks 100 Day Kit’ was created specifically for families to make the best possible use of the 100 days following the diagnosis of autism. The kit contains information and advice collected from trusted and respected experts on autism as well as from parents of children with autism. The 100 Day Kit includes a week by week plan for the next 100 days, as well organizational suggestions and forms that parents/caregivers

can use to help with the paperwork and phone calls, as they begin to find services for their child.” Natural Resources (July 30, 2008.)]

Full text at: http://www.autismspeaks.org/docs/family_services_docs/100_day_kit.pdf

Personalize kit with local resources by using the ‘Family Services Resource Guide’:
<http://www.autismspeaks.org/community/fsdb/state.php?sid=6>

Facts at a Glance: A Fact Sheet Reporting National, State-Level, and City-Level Trends in Teen Childbearing. By Child Trends. Publication No. 2008-29. (Child Trends, Washington, DC) July 2008. 4 p.

[“The 2008 edition of Child Trends' annual ‘Facts at a Glance’ contains the latest national and state-level data on teen birth rates as well as data on the percentage of teens in grades 9-12 who abstain from sex or use contraception. Among the findings: - Nationally, birth rates for white, black, and Hispanic teens all increased in 2006.” Child Trends E-Newsletter (July 31, 2008.)]

Full text at:

http://www.childtrends.org/files/Child_Trends-2008_07_30_FactsAtAGlance.pdf

State ranking in teen birth rates: 1 p.

http://www.childtrends.org/Files/Child_Trends-2008_07_30_FAAGStateRanking.pdf

The Hidden Costs of the Housing Crisis: The Impact of Housing on Young Children’s Odds of Success. By Joydeep Roy, Economic Policy Institute. Issue Brief. No. 7. (The Partnership for America’s Economic Success, Washington, DC) July 2008. 6 p.

[“Without a safe, stable home to call their own, young children face tremendous obstacles to the critical cognitive, behavioral and social development that occurs during their earliest years.... Unfortunately, an increasing number of children ages zero to five lack such safety and stability, thanks to sharp increases in housing costs for both owners and renters, and the foreclosure crisis and accompanying credit crunch. While skyrocketing foreclosure rates have taken center stage in the media, a quiet crisis that threatens the ability of young children to learn and thrive has been taking place for many years. The impact of poor housing on children’s educational success means this crisis will have reverberations for society as a whole for decades to come.”]

Full text at:

http://www.partnershipforsuccess.org/docs/research_brief_200807_housing.pdf

IMPROVED HEALTH

Marketing Food to Children and Adolescents: A Review of Industry Expenditures, Activities, and Self-Regulation: A Report to Congress. By the Federal Trade Commission. (The Commission, Washington, DC) July 2008. 120 p.

[“Imagine Superman promoting fresh fruits and vegetables instead of a cereal. Children are confronted with such a barrage of advertising for food and drink - much of it unhealthy - that the entertainment industry should take steps to tie popular TV and movie characters to more nutritional products, the Federal Trade Commission says. The recommendation was part of a report showing that the nation's largest food and beverage companies spent about \$1.6 billion in 2006 marketing their products - especially carbonated drinks - to children and adolescents. The report... stems from lawmakers' concern about growing obesity rates in children. It gives researchers new insight into how much companies are spending to attract youth to their products, and what venues the companies are using for their marketing.” Associated Press (July 29, 2008.)]

Full text at: <http://www.ftc.gov/os/2008/07/P064504foodmktingreport.pdf>

Appendices: 128 p.

<http://www.ftc.gov/os/2008/07/P064504foodmktingreportappendices.pdf>

Concurring Statement of Commissioner Leibowitz: 4 p.

<http://www.ftc.gov/speeches/leibowitz/080729foodmarketingtochildren.pdf>

Kids' Meals: Obesity on the Menu. By Margo G. Wootan and others. (Center for Science in the Public Interest, Washington, DC) August 2008. 15 p.

[“Kid's meals at popular fast-food restaurants deliver more than a quick lunch or dinner - 90 percent of them have far more than a meal's worth of calories and many are loaded with fat and salt too, according to a report.... The Center for Science in the Public Interest.... said it is difficult to find anything remotely healthful for a child to eat at several restaurant chains. ‘Nearly every single possible combination of the children's meals at KFC, Taco Bell, Sonic, Jack in the Box, and Chick-fil-A is too high in calories,’ the group said in a statement. CSPI examined the menus at 13 popular restaurants that promote children's meals. ‘Ninety-three percent of 1,474 possible choices at the 13 chains exceed 430 calories - an amount that is one-third of what the Institute of Medicine recommends that children aged four through eight should consume in a day,’ the group said..... More than 90 percent of meals offered at hamburger chains would fill virtually all of a child's calorie needs for the day, CSPI said.” Reuters (August 4, 2008.)]

Full text at: http://cspinet.org/new/pdf/kids_meal_report_final.pdf

Filling an Urgent Need: Improving Children's Access to Dental Care in Medicaid and SCHIP. By Shelly Gehshan, National Academy for State Health Policy, and others. (Kaiser Commission on Medicaid and the Uninsured, Henry J. Kaiser Family Foundation, Menlo Park, California) July 2008. 37 p.

[This report “outlines approaches and measures available at the state level to improve children's access to oral health care in Medicaid and the State Children's Health Insurance Program (SCHIP). In many cases, state-specific examples are provided as illustrations.” MCH Alert (August 1, 2008.)]

Full text at: <http://www.kff.org/medicaid/upload/7792.pdf>

Alliance for Health Reform and the Kaiser Commission on Medicaid and the Uninsured July 25, 2008 briefing - Webcast/Podcast: http://allhealth.org/briefing_detail.asp?bi=134

Dental Coverage and Care for Low-Income Children: The Role of Medicaid and SCHIP. By Julia Paradise, Kaiser Commission on Medicaid and the Uninsured, Henry J. Kaiser Family Foundation. (The Foundation, Menlo Park, California) July 2008. 5 p.

[This report “discusses disparities in children's oral health care, coverage of oral health care in Medicaid and SCHIP, efforts to increase access to oral health care for children, and looking ahead.” MCH Alert (August 1, 2008.)]

Full text at: <http://www.kff.org/medicaid/upload/7681-02.pdf>

Weaving a Safety Net: Integrating Injury and Violence Prevention into Maternal and Child Health Programs. By the Children's Safety Network. (The Network, Education Development Center, Inc., Newton, Massachusetts) 2008. 28 p.

[This report “explores how injury and violence prevention (IVP) activities can be integrated into maternal and child health (MCH) programs and services at both state and local levels. The publication, produced by the Children's Safety Net, begins with a discussion of why MCH programs should be interested in IVP initiatives, which MCH services could include IVP, what types of IVP interventions can be used, and what resources and training MCH providers need. Integration opportunities are presented in the following areas: (1) infant and child health programs, (2) adolescent health programs, (3) programs serving children with special health care needs, and (4) women's health programs. A Massachusetts case study is also included.” MCH Alert (August 1, 2008.)]

Full text at:

[http://notes.edc.org/HHD/CSN/csnpubs.nsf/cb5858598bf707d58525686d005ec222/b7b0fdd1dd05c719852574720075c654/\\$FILE/Weaving%20a%20Safety%20Net.pdf](http://notes.edc.org/HHD/CSN/csnpubs.nsf/cb5858598bf707d58525686d005ec222/b7b0fdd1dd05c719852574720075c654/$FILE/Weaving%20a%20Safety%20Net.pdf)

Early Childhood Experiences: Laying the Foundation for Health across a Lifetime. By Paula Braveman and others, University of California, San Francisco Center on Social Disparities in Health. Issue Brief No. 1: Early Childhood Experiences and

Health. (Commission to Build a Healthier America, Robert Wood Johnson Foundation, Princeton, New Jersey) June 2008. 9 p.

[“A large body of evidence now ties experiences in early childhood with health throughout life, particularly in adulthood. Strong evidence also demonstrates that it is possible to turn vicious cycles into paths to health, by intervening early. Although effects of early childhood interventions are greatest for children who are at greatest social and economic disadvantage, children in families of all socioeconomic levels experience benefits from early childhood programs that translate into improved development and health.”]

Full text at: <http://www.commissiononhealth.org/PDF/095bea47-ae8e-4744-b054-258c9309b3d4/Issue%20Brief%201%20Jun%202008%20-%20Early%20Childhood%20Experiences%20and%20Health.pdf>

2008 State Fact Sheets. By the Child Welfare League of America. (The League, Arlington, Virginia) 2008. Website.

[“The State Fact Sheets provide descriptive information on the condition of vulnerable children in all fifty states and the District of Columbia, using indicators of child protection, health, child care, education, and income support.” For comparison purposes, there are also links included for Fact Sheets of previous years.]

California’s Children: 6 p.

<http://www.cwla.org/advocacy/statefactsheets/2008/california.pdf>

State Fact Sheets: <http://www.cwla.org/advocacy/statefactsheets/statefactsheets08.htm>

IMPROVED SYSTEMS OF CARE

Parents and the High Price of Child Care: 2008 Update. By Paul Totah, National Association of Child Care Resource and Referral Agencies. (NACCRRA, Arlington, Virginia) June 2008. 44 p.

[This report “highlights the economic challenges working American families face in paying for child care and offers recommendations that states and the federal government should implement in order to improve the affordability and quality of child care. This report is an annual update, providing child care price data for 2007.... While the main findings of the 2008 Update have remained consistent with previous reports, the cost of child care in the U.S. has increased. This update also found: - Child care is still expensive.... - Child care prices are higher than other household expenses.... - Child care is particularly unaffordable for single parents.... - The price of child care is rising faster than inflation.”]

Full text at: http://www.naccrra.org/docs/reports/price_report/Price_Report_2008.pdf

Ensuring Quality Care for Low-Income Babies: Contracting Directly with Providers to Expand and Improve Infant and Toddler Care. By Hannah Matthews and Rachel Schumacher. Child Care and Early Education Series. Policy Paper. No. 3 (CLASP, Center for Law and Social Policy, Washington, DC) July 2008. 20 p.

[“This paper explores the potential of contracts to address issues of supply and quality in the provision of infant and toddler child care. CLASP interviewed policymakers in five states to understand why and how they use contracts in their state child care subsidy programs for infant and toddler care. CLASP also interviewed representatives of contracted providers. We discussed their thoughts on whether and how contracts could be used to increase quality or supply of infant and toddler child care, as well as implementation challenges and their suggestions for policy changes that would improve the contracts approach. This paper presents the findings of these discussions and offers guidance for other states considering using contracts in this way.”]

Full text at:

http://s242739747.onlinehome.us/publications/ccee_ensuring_quality_care_contracting.pdf

STUDIES TO COME

[The following studies, reports, and documents have not yet arrived. California State Employees may place requests, and copies will be provided when the material arrives. All other interested individuals should contact their local library - the items may be available there, or may be borrowed by your local library on your behalf.]

“Stiffer Rules Issued on Migrant Education Program.” By Mary Ann Zehr. IN: **Education Week**, vol. 27, no. 45 (published online July 30, 2009) 2 p.

[“The federal government has released regulations for the federal migrant education program that stiffen the requirements state administrators must follow to verify that all migrants are qualified to participate in the program. Some advocates for migrants say the regulations, which for the first time require states to reinterview a sample of migrant families each year, may discourage families from participating. The regulations published this week become effective on Aug. 28. The federal program was established in 1966 and serves children ages 3 to 21 of farm workers and other migratory agricultural workers during the regular school year and summers.” NOTE: Stiffer Rules Issued... will be available for loan.]

Early Childhood Assessment: Why, What and How? Edited by Catherine E. Snow

and Susan B. Van Hemel. National Research Council of the National Academies. (The National Academies Press, Washington, DC) 2008. 384 p.

[“The National Research Council (NRC) released the report requested by Congress to inform the process of establishing accountability for Head Start and other early childhood programs. Requested when the validity of the National Reporting System used to measure Head Start’s effectiveness was called into question and the system ultimately discarded, the NRC report spells out in detail what needs to go into the design, implementation and uses of assessment and provides guidelines on transparency of purpose.” NIEER Online Newsletter (August 8, 2008.) NOTE: Early Childhood Assessment... will be available for loan.]

“Preschool Child Care Participation and Obesity at the Start of Kindergarten.” By Erin J. Maher and others. IN: Pediatrics, vol. 122, no. 2 (August 2008) pp. 322-330.

[“We examined the association between type of child care, participation in different types of child care in the year before kindergarten and the likelihood of obesity at the start of kindergarten.... At the start of kindergarten, 12% of the children were obese. Without controlling for other characteristics of children and families, children not in child care were significantly less likely and children in family, friend, and neighbor care were significantly more likely to be obese than children in other primary child care arrangements. White children were significantly less likely and Latino children more likely to be obese than children of other ethnic groups. After controlling for relevant child and family characteristics, children in family, friend, and neighbor care and non-Latino children in Head Start were more likely to be obese than children not in child care. For Latino children, however, participation in some types of nonparental child care had protective effects on their likelihood of being obese. Conclusions. Primary type of child care is associated with children's obesity. For Latino children, who are at a greater risk of being obese, participation in nonparental child care seems to have a protective effect. These results suggest that child care settings may be an important site for policy intervention during a crucial developmental period. Efforts to help family, friend, and neighbor caregivers support children's physical health may be warranted.” NOTE: Preschool Child Care... will be available for loan.]

“Father Doesn’t Know Best? Parents’ Control of Money and Children’s Food Insecurity.” By Catherine T. Kenney, Bowling Green State University. IN: Journal of Marriage and Family, vol. 70, no. 3 (August 2008) pp. 654-669.

[“This study uses Fragile Families and Child Wellbeing Study data... to analyze how mothers versus fathers controlling money affects U.S. children’s food insecurity. Results show children are far less likely to experience food insecurity when parents’ pooled income is controlled by their mother than when it is controlled by their father or even when it is jointly controlled. By examining this association between resource control and child well-being, this study suggests that child outcomes may be improved by altering

control over household money, responsibility for feeding work, or both.” NOTE: Father Doesn’t Know Best? ... will be available for loan.]

CONFERENCES AND FUNDING OPPORTUNITIES

Child Development Policy Institute (CDPI) and the Foundation for Early Education's 2008 Fall Forum: Current and Emerging Policy Trends for Early Care and Education in 2009. October 20-21, 2008, Sheraton Grand Sacramento.

[“This 7th Annual Fall Forum will, as in past years, provide important information and perspective on emerging trends and policy decisions which affect California's early care and education community. - What will be the impact of the presidential election on ECE in California? - What does ‘budget reform’ mean to Prop 98 and ECE specifically? - What does the Rand Report really mean to California's early care and education public policy? - How can we make sure subsidy dollars are spent and not subject to ‘chronic carryover’? - What’s on the horizon in this fiscal climate for ECE in 2009?”]

For more information and to register:

<https://www.cdpi.net/cs/cdpi/print/htdocs/events.htm#fallforum>

Webcast: National Symposium on Early Childhood Science and Policy, held June 26 - 27, 2008, at Harvard University.

[“The National Symposium on Early Childhood Science and Policy was designed to build leadership capacity in the states for developing and implementing science-based policies that enhance children’s learning, behavior, and health. This symposium built on the findings of ‘A Science-Based Framework for Early Childhood Policy. State-based teams of legislators, gubernatorial policy advisors, and business and civic leaders joined with world-renowned researchers and Harvard faculty members to learn about recent advances in neuroscience, molecular biology, medicine, and developmental psychology - which together form an integrated science of early childhood development - as well as evidence-based policy implications from four decades of rigorous program evaluation research.”]

Webcast recordings of select presentations:

http://www.developingchild.harvard.edu/content/national_symposium.html